 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Tori Penney  **Lesson #:** 2  **Facet:** Perspective

**Grade Level:** 9-12  **Numbers of Days:** 1 Class, Continues throughout unit

**Topic:** Rights

**PART I:**

**Objectives**

Student will understand that the context and cause for the Bill of Rights and the Civil Rights act is similar to what is currently happening in the middle east and Africa. This is important to know because history repeats itself again and again, and these kinds of revolutions will continue later in their life, maybe even in our country.

Student will know Bill of Rights, Constitution, Declaration of Independence, Revolutionary War, Human Rights.

Student will be able to compare the causes of the Civil Rights Act and the Bill of rights to what is happening throughout the world in revolutionary countries within their blog & how they can or have made a difference in the world

Product: Blog

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Grade Level Span: Grade 9-Diploma

Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.

Performance Indicators: a, b, c.

**Rationale:**

Students will be researching and reporting on the different political and government status' of countries throughout the world, and will be comparing that to experiences and events that have already occurred within our home country. This will require deep thought and understanding about how power and authority as well as the roles of citizens affect the government as well as civic ideas and practices throughout the world as well as within our country. Students will also be reflecting on how they can make a difference in the world, and more particularly their role as a citizen and what it means to be an American.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

I am going to use an Is It Fact? check-in to make sure that students do truly understand the status of countries as well as how their government works.

**Section II – timely feedback for products (self, peer, teacher)**

I will have students use a checklist to make sure they have everything needed on their blogs. I will use a rubric to give them feedback on their blogs through comments and grade them with a rubric.

**Summative (Assessment of Learning):** Students will keep a blog/journal where they write about how they have or could make a good change in their country or the world. If they cannot or do not feel comfortable writing about themselves, they have the choice to write about activists, and how their simple acts changed the world, as well as someone they may know who made a difference. These blogs will be graded solely content.

**Integration**

**Technology:** Students will be making blogs where they answer questions about a country and compare it to America. They will be free to include any forms of media that they may find.

**Content Areas:** English: The students will be writing personal blogs that include both reporting and personal feelings. These blogs will be graded partially for grammar and syntax, but 75% for content.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

I am using a ladder graphic organizer that way students can easily compare what led up to these important events to what is currently happening in places such as Syria. I will be using numbered heads and each student within the group of three will focus on either the BOR, the CRA, or the Constitution. Each student will make a latter for their specific legal document and then report out to the group.

**Section II – Groups and Roles for Product**

Students will report out within their group the specific events that led up to their major political event in US history.

**Differentiated Instruction**

**MI Strategies**

Verbal: The students will be writing blogs where they go over a time when they or someone else made a change in the world. This writing activity will definitely be an outlet for the verbal learner.

Logic: Students will be writing about how one activist or themselves made a difference, and compare it to the bigger picture.

Visual:If students decide to write about an activist during their blog entries, they will need to visualize themselves back in that time and imagine what they would do if they were in their shoes.

Musical: A lot of activists do so through their music, students will have the option on who they wish to follow during their blog entry's, and so can choose a musician, dig into their music and their lyrics, and compare themselves or their believes to that artist.

Intrapersonal: Students will be able to work during their blogs which require a lot of deep personal thought about their lives, since they will be writing about how they could make a change and putting themselves in other activists shoes.

Naturalist: Students will get to choose which activist to compare themselves to in their blog entry's. They have the option to write about someone who fought for nature, whether it be land or water conservation or pollution.

**Modifications/Accommodations**

*From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

Students who are absent will be given class notes from google docs to go over, will have a conference with the teacher to make sure that they fully understand the notes and to elaborate on the notes. I will talk to the student to make sure they fully understand what is expected of them and how to use blogger.

**Extensions**

**Type II technology:**

Students will create and make a blog that requires deep interaction with the technology.

**Gifted Students:**

I will challenge students who are gifted by having them have the choice to do a more focused and thorough blog where instead of focusing on multiple countries, they will only focus on one and go into depth on what is currently happening, but will still have the same length and amount requirements of the rest of the class. This will cause the student to practice their research skill as well as think deeply about the subject matter.

**Materials, Resources and Technology**

Pencils

Pens

Paper

Laptop

Projector

Internet

Student Laptops

Teacher Laptop

**Source for Lesson Plan and Research**

Show video of what is currently occurring in Syria - <http://www.youtube.com/watch?v=h8ihxa3M3Jc>

Show & create blogs on blogger - [http://www.blogger.com](http://www.blogger.com/)

View U.S. Bill of Rights -

<http://www.archives.gov/exhibits/charters/bill_of_rights.html>

Content Notes –

Declaration of Independce - <http://www.archives.gov/exhibits/charters/declaration.html>

Bill of Rights – http://www.archives.gov/exhibits/charters/bill\_of\_rights.html

Constitution - http://www.archives.gov/exhibits/charters/constitution.html

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

**Day 1**

10 minutes - Hook - Show video of Syrian Activists - <http://www.youtube.com/watch?v=h8ihxa3M3Jc>

20 minutes - Introduce idea of the blog & Set them up

50 minutes - Overview of Bill of Rights, the Constitution, and the Declaration of Independence

Students will understand that the context and cause for the Bill of Rights and the Civil Rights act is similar to what is currently happening in the middle east and Africa. This is important to know because history repeats itself again and again, and these kinds of revolutions will continue later in their life, maybe even in our country. Students draw on concepts from civics and government to understand political systems, power, authority, governance, civil ideals and practices, and the role of citizens in the community.I will have students watch a video of the current situation in Syria.

**Why, Where, What, Hook, Tailors: Verbal, Visual.**

Students will know Bill of Rights, Constitution, Declaration of Independence, Revolutionary War, Human Rights. (see content notes).

I am using a ladder graphic organizer that way students can easily compare what led up to these important events to what is currently happening in places such as Syria. I will be using numbered heads and each student within the group of three will focus on either the BOR, the CRA, or the Constitution. Each student will make a latter for their specific legal document and then report out to the group. I am going to use is it fact to ask students about if what is currently happening the world is similar to something that led to the CRA, the BOR, or the Constitution. I will have students use a checklist to make sure that they have everything. I am going to use exit tickets by asking them about three things that led to the Civil Rights Act.

**Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Musical, Intrapersonal, Naturalist**

Students will be able to compare the causes of the Civil Rights Act and the Bill of Rights to what is happening throughout the world in revolutionary countries within their blog. Students will given prompts to which they will be asked to respond to with light research, critical thinking, and personal views and feelings. Students will be free to insert photography, music, or art that contributes to their blog or that are a form of activism.

**Explore, Experience, Rethink, Revice, Refine, Tailors: Verbal, Logic, Visual, Musical, Intrapersonal, Naturalist**

These blogs will have teacher and self-feedback. They be graded on grammar and content, and will be compiled for a final essay grade that will be graded with a rubric. The students will have a universal checklist which they will use to give themselves feedback.

**Evaluate, Tailors: Verbal, Intrapersonal.**

**Content Notes**

We get the majority of our rights, freedoms, and protections from three documents. The Declaration of Independence, the Constitution, and the Bill of Rights.

The Declaration of Independence was adopted on July 4th, 1776. We officially separated ourselves from British rule through this document, and set up a philosophy of our governemnt and nation within it. It established natural and legal rights for all men, including the right to revolution. It is known as one of the first legal documents to claim human rights, due to its second sentence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." For years after its creation it was essentially forgotten about, since it had served its purpose. Yet, Abraham Lincoln brought it back by claiming that it was the beginning of what we would strive to build upon as a government, even though it wasn't even considered during the time that the constitution was written.

The constitution, adopted on September 17th, 1787, is the main building block of our government. It establishes the three branches of government--legislature, executive branch, and the bicameral congress (the house of representatives and the senate). The rest of the constitution sets up our governmental philosophy--federalism. The only way to change the constitution is to make an amendment, a lenghthy and difficult process that has only been done 27 times, since it requires 3/4s of congress to approve, which is something very difficult to achieve. During the constitutional Convention, three men refused to sign the new Constitution. One man, George Mason, refused to sign without a Bill of Rights. And many other state leaders were hesitant too, and only ended up signing because they knew that a Bill of Rights would soon be coming, too many people demanded it. James Madison confirmed this in a speech that he gave when he proposed the Bill of Rights to congress:

"I believe that the great mass of the people who opposed [the Constitution], disliked it because it did not contain effectual provision against encroachments on particular rights, and those safeguards which they have been long accustomed to have interposed between them and the magistrate who exercised the sovereign power: nor ought we to consider them safe, while a great number of our fellow citizens think these securities necessary."

The Bill of Rights, ratified in 1789, were the first ten amendments made to the Constitution, and so are not actually their own legal document. The Bill of Rights is where we gain the majority of our rights and freedoms as citizens. These rights were demanded by the people, becase the constitution itself did not protect them, and they were drastically afraid of being betrayed and mistreated by their government, just as britain had mistreated them.

Lastly, look at the bill of rights here: <http://www.archives.gov/exhibits/charters/bill_of_rights.html>

**Handouts**

Ladder Graphic Organizer

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

Clipboard: Clipboard learners will get to take a closer look at each of the steps that led up to revolutions both in other countries as well as in the United States. These revolutions all came about in different ways but had similar upbringings. These learners will enjoy getting to compare and contrast the different ways that something of the same kind and result can happen, such as a rights document or an overthrowing of a leader.

Microscope: Microscope learners will get to go as deep into the information as they would like. They can go about their blog entries in any way they please, as long as they stay on topic. These learners will be able to look deep at the facts and think about what other causes and consequences could of occured.

Puppy: Students will be able to take a more personal approach to their blog, and can write about their own feelings and how they think they would react in certain situations, such as how they would feel about joining the protests in Egypt and Syria.

Beach Ball: Beach Ball learners will be happy to know that as long as they stay on topic and have the required information, they can set up their blog and their blog entries as they wish.

***Rationale:*** This lesson will give students plenty of options for how to go about their learning and their blog. All of the learning styles have the option to personalize their blog and their blog entries as they wish as long as it still reports on the revolutions, their views, and their personal experiences making change.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

**Formative:** I will use an Is it fact? check in to make sure that students truly understand the state of the Arab Spring countries, as well as checking in with them at the beginning of every class to make sure that they are keeping up with their blogs.

**Summative:** When the unit is done, both teacher and self reflection will be done and both will be incorporated into the students grade. The teacher will read the students blog entries throughout the unit, grading each one. At the end of the year an average grade will be issued and will be counted as an essay grade. The blog entries will be graded on 75% content, including personal views and experiences for 25%, and reporting on the revolutions for 50%, with the other 25% being on correct grammar and syntax.

**Rationale:** During this lesson there will be a formative and a summative assessment. The formative assessment will check for understanding both of the subject matter and of the software. The summative assessment will check for thorough understanding of the subject matter as well as knowing that they have the chance and the right to make a change.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

**Content Knowledge:**

Bill of Rights, Constitution, Declaration of Independence, Revolutionary War, Human Rights.

**MLR or CCSS:**

Maine Learning Results Content Area: Social Studies Standard Label: Civics and Government

Standard: Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world. Grade Level Span: Grade 9-Diploma

Performance Indicators: a, b, c.

**Facet:** Perspective

**Rationale:** This lesson will build on an existing knowledge of the three documents. The students have learned about the Bill of Rights, the Declaration of Independence, and the Constitution since their early years in elementary school. A brief refresher will be given.

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:**

Verbal: The students will be writing blogs where they go over a time when they or someone else made a change in the world. This writing activity will definitely be an outlet for the verbal learner.

Logic: Students will be writing about how one activist or themselves made a difference, and compare it to the bigger picture.

Visual:If students decide to write about an activist during their blog entries, they will need to visualize themselves back in that time and imagine what they would do if they were in their shoes.

Musical: A lot of activists do so through their music, students will have the option on who they wish to follow during their blog entry's, and so can choose a musician, dig into their music and their lyrics, and compare themselves or their believes to that artist.

Intrapersonal: Students will be able to work during their blogs which require a lot of deep personal thought about their lives, since they will be writing about how they could make a change and putting themselves in other activists shoes.

Naturalist: Students will get to choose which activist to compare themselves to in their blog entry's. They have the option to write about someone who fought for nature, whether it be land or water conservation or pollution.

**Type II Technology:** The creation of a blog is very interactive between the students and the technology. Student must seek out the information and apply it to their life and form their own perspectives, expressing those personal beliefs, views, and experiences within a blog.

**Rationale:** Blogs are very interactive and encourage the students not only to think more critically, but also more creatively and personally. The blog requires the student to use word processing skills as well as internet navigation skills. Students will have the option to input video and pictures, which would help them develop some html coding experience.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

**a. Promote, support, and model creative and innovative thinking and inventiveness**

**b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources**

**c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes**

**d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments**

**Rationale:**

The creation of a blog is a very creative and innovative process. The students get to create their own online work, where they can include multiple types of media, and can organize their blog in any way that they wish, leaving the mode of creativity up to the students. The ability to make and maintain a work that is creative and engaging is a necessary life skill in tomorrows office world, and this tool will be beneficial to them throughout their secondary and post-secondary educational careers as well as their work and personal experiences.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

**a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**

**b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress**

**c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**

**d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching**

**Rationale:**

Students will be expressing all that they have learned within this blog, as well as their personal beliefs and thoughts about the content. Students will be using this tool to develop and show their learning, as well as their self reflection and ability to see the others side. Students will have the option to input any kind of media into their blog, and how to set up their blog, giving them the opportunity to explore their own personal curiosities. This lesson incorporates six of the eight intelligences, giving them all the opportunity to learn in the way easiest for them. This formative assessment, compiled blog entries, aligns with both the content and technology standards.